

华中科技大学

二〇〇二年招收硕士研究生入学考试试题

考试科目: 综合英语与语言学基础

适用专业: 外国语言学及应用语言学

(除画图题外, 所有答案都必须写在答题纸上, 写在试题上及草稿纸上无效, 考完后试题随答题纸交回)

Part One Comprehensive English (50%)

- I. Replace the following underlined words with simple, everyday words or expressions (10%)
1. The rumor of tumult grows and dies in passing, as from open doors gaping on a village street, but does not impinge on the effect of solitariness.
 2. The tall buildings of the martyred city flashed by as we lurched from side to side in response to the driver's sharp twists of the wheel.
 3. The slap delivered to my face smarted.
 4. This increase in heat seriously threatens the global climate equilibrium that determined the pattern of winds, rainfall, surface temperatures, ocean currents, and sea level.
 5. I readily concede at the outset that present ways of dealing out capital punishment are as revolting as Mr. Koestler says in his harrowing volume, *Hanged by the Neck*.
 6. Sallie Gardiner was absorbed in keeping her white pique dress clean and chattering with the ubiquitous Fred, who kept Beth in constant terror by his pranks.
 7. Public education, so often a dreary and capricious process in the U. S., may be invested with the inspiring quality of an Oxford tutorial - from preschool on.
 8. He proclaimed himself an agnostic and was so absorbed in destroying the ideas of God that had crept into the minds of his neighbors that he never saw God manifesting himself in the little child that, half forgotten, lived here and there on the bounty of her dead mother's relatives.

But half or more don't finish. A new study from the Department of Education ("College for All?") reports that these students achieve only modest gains in skills and income. What determines who finishes? In another report, Clifford Adelman -- a senior researcher at the Department of Education -- finds that the most powerful factor is the difficulty of high-school courses. And the finding is strongest for black and Hispanic students. Not having enough money (inadequate financial aid) explains few dropouts. Tough courses do more than transmit genuine skills. They provide the experience -- and instill the confidence -- of completing something difficult.

How to motivate students to do their best? How to make high schools demanding while still engaging? How to transmit important values (discipline, resourcefulness, responsibility) to teenagers, caught in life's most muddled moment? These are hard questions for parents and society as a whole. If the answers were self-evident, we'd have already seized them. But going to college -- even Harvard -- is no shortcut.

66. What are the author's opinions about the view ---- "The more prestigious the college, the greater the success"? What are your own comments on it?
67. How did the author support his own ideas?

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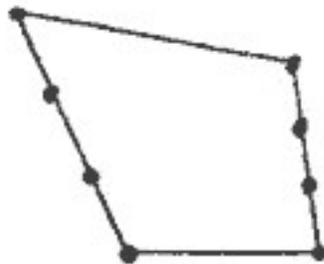
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PART II Fundamental Linguistics (50%)

1. Explain the following: (20%)

- 1) Fixed syntactic-lexical relations
- 2) Relational opposites
- 3) Adjacency pairs
- 4) Code-switching
- 5) External authority
- 6) Conversational implicature
- 7) Contrastive analysis
- 8) Applied Linguistics
- 9) Endocentric structure
- 10) Paradigmatic relations

2. Mark the following so as to complete the diagram illustrating the tongue positions of eight primary cardinal vowels: (5%)



3. Match the following, with EACH on the left with ONE and only one on the right. Then put your answer : e.g. 1) A) on the ANSWER part: (5%)

- 1) Historical linguistics
- 2) American Indians
- 3) American structuralism
- 4) Whorf
- 5) Halliday
- 6) Grimm's Law
- 7) TG grammar
- 8) Reliability
- 9) To be at a loose end
- 10) Grammar translation

- A) A teaching method
- B) Picturesque metaphors
- C) Language is a system of systems
- D) Reconstruction
- E) Neglect of meaning
- F) A requirement of language tests
- G) Linguistic relativity
- H) Iconic
- I) Semantic typology
- J) Transformational rules
- K) Comparative philology
- L) Allomorph

ANSWER:

- | | | | | |
|----|----|----|----|-----|
| 1) | 3) | 5) | 7) | 9) |
| 2) | 4) | 6) | 8) | 10) |

4. Choose two from the following and discuss them respectively: (20%)

- 1) Explain *behaviorism* and its influence on language teaching, and then make comments on the teaching method concerned.
- 2) What is the major difference between Saussure's distinction of *langue* and *parole* and Chomsky's distinction of *competence* and *performance*? What should be studied in linguistics in your opinion and why?
- 3) What is *standard dialect* and why can Guoyu (国语) and Cantonese gain some kind of institutional support from mass media nowadays in mainland China?

9. And from what I heard, Joseph contributed much to his deterioration, by a narrow-minded partiality which prompted him to flatter and pet him, as a boy, because he was the head of the old family.
10. In the very important concern of marriage especially, there is everything at stake--your own happiness, that of your parents, and the credit of your name.
11. The visit Miss Smith and I made a year or two later to a colony in one of the southern States portrayed for us most vividly both the weakness and the strange august dignity of the Tolstoy position.
12. These ladies were deferentially received by Miss Temple, as Mrs. and the Misses Brocklehurst, and conducted to seats of honor at the top of the room.
13. Pilatus, who seems to have been well versed in the doctrines of the Stoics and the other Greek philosophers, does not appear to have discovered anything seditious in the talk of Jesus.
14. Computers are revivifying soporific students, dangling and delivering intellectual challenges beyond the ken of most educators.
15. At the very least, video telephony would probably mean the end of anonymous obscene phone calls.
16. Meanwhile I continue to follow her with my anxious gaze, and behold, at the threshold the fragile plates fall and crash and roll across the floor in hundreds of pieces.
17. Pains in the stomach belonged to the symptom- complex of my patient, but they were not very prominent; she complained rather of qualms and a feeling of nausea.
18. Teaching in a Settlement requires distinct methods, for it is true of people who have been allowed to remain undeveloped and whose facilities are inert and sterile, that they cannot take their learning heavily.
19. I think you understand me very well. Women are idealists; but then they are so perspicacious.
20. Is it not, by its noble cares and sublime results, the one best calculated to fill the void left by upturn affections and demolished hopes?

II. Read the following sentences carefully and then identify the figures of speech used in the underlined parts. (5%)

21. A new Clovis, loving what I have despised, and suffering from calf-love into the bargain, I want my fill of beauty before I go.
22. A woman who could face the very devil ... or a mouse loses her grip and goes all to pieces in front of a flash of lightning.
23. An ambassador is an honest man who lies abroad for the good of his country.
24. As you approach the copper-smiths' market, a tinkling and banging and clashing begins to pound your ear.
25. Dictating his autobiography late in life, he commented with an overwhelming sense of despair on men's final release from earthly struggles.

26. The condescending view from the fiftieth floor of the city's crowds below cuts these people off from humanity.
27. Polly, I love you. You are the whole world to me, and the moon and the stars to me.
28. The one in the brown suit gaped at her. Blue suit grinned, might even have winked. But big nose in the gray suit still stared – and he had small angry eyes and did not even smile.
29. The young moon lies on her back tonight as is her habit in the tropics, and as, I think, is suitable if not seemingly for a virgin.
30. United, there is little we cannot do in a host of co-operative ventures. Divided, there is little we can do, for we dare not meet a powerful challenge at odds and split asunder.

III. Choose the right word from the list given below for each blank (10%).

articulate	healing	priest
artist	instinctive	privilege
averted	intelligence	profane
avouched	intimate	submitted
bold	invariable	tempted
but	justify	unless
emotions	modeled	verse
fitness	mystical	vulgar
free	office	wares
grotesque	perish	warrant

I think that every man ought to work for his living, without exception, and that when he has once (31) his willingness to work, society should provide him with work and (32) him a living. I do not think any man ought to live by an art. A man's art should be his (33), when he has proven his (34) to exercise it, and has otherwise earned his daily bread; and its results should be (35) to all. There is an (36) sense of this, even in the midst of the (37) confusion of our economic being; people feel that there is something (38), something impious, in taking money for a picture, or a poem, or a statue. Most of all, the (39) himself feels this. He puts on a (40) front with the world, to be sure, and brazens it out as Business; but he knows very well that there is something false and (41) in it; and that the work which cannot be truly priced in money cannot be truly paid in money. He can, of course, say that the (42) takes money for reading the marriage service, for christening the new-born babe, and for saying the last (43) for the dead; that the physician sells (44); that justice itself is paid for; and that he is merely a party to the thing that is and must be. He can say that, as the thing is, (45) he sells is art he cannot live, that society will leave him to starve if he does not hit its fancy in a picture, or a poem, or a statue; and all this is bitterly true. He is, and he must be, only too glad if there is a market for his (46). Without a market for his wares he must (47), or turn to making something that will sell better than pictures, or poems, or statues. All the same, the sin and the shame remain, and the (48) eye sees them still, with its inward vision. Many will make believe

otherwise, (49) I would rather not make believe otherwise; and in trying to write of Literature as Business I am (50) to begin by saying that Business is the opprobrium of Literature.

IV. Read the following paragraphs carefully and then paraphrase the underlined sentences. (5%)

(51) Dismissive as Pharisee, I regarded as moonlings all those whose life was lived on a less practical plane. (52) Protests about damage to 'natural beauty' froze me with contempt, for I believed in progress and could spare no regrets for a lake dammed into hydraulic use for the benefit of an industrial city in the Midlands. And so it was for all things. A hard materialism was my creed, accepted as a law of progress; any ascription of disinterested motives aroused not only my suspicion but my score.

And now see how I stand, as sentimental and sensitive as any old maid doing water-colors of sunsets! I once flattered myself that I was an adult man; I now perceive that I am gloriously and adolescently silly. (53) A new Clovis, loving what I have despised, and suffering from calf-love into the bargain, I want my fill of beauty before I go. Geographically I did not care and scarcely know where I am. There are no signposts in the sea.

The young moon lies on her back tonight as is her habit in the tropics, and as, I think, is suitable if not seemly for virgin. Not a star but might not shoot down and accept the invitation to become her lover. When all my fellow-passengers have finally dispersed to bed, (54) I creep up again to the deserted deck and slip into the swimming pool and float, no longer what people believe me to be, a middle-aged journalist taking a holiday on an ocean-going liner, but a liberated being, bathed in mythological waters, and Endymion young and strong, with a god for his father and a vision of the world inspired from Olympus. All weight is lifted from my limbs; I am one with the night; I understand the meaning of pantheism. How my friends would laugh if they knew I had come to this! To have discarded, as I believed, all usual frailties, to have become incapable of envy, ambition, malice, the desire to score off my neighbor, to enjoy this purification even as I enjoy the clean voluptuousness of the warm breeze on my skin and the cool support of the water. (55) Thus, I imagine, must the pious feel cleansed on leaving the confessional after the solemnity of absolution.

V. Read the following two passages carefully and then choose the one best answer to each question that best fits into the passage. (10%)

Passage 1

Ragtime is a musical form that synthesizes folk melodies and musical techniques into a brief quadrille-like structure, designed to be played—exactly as written—on the piano. A strong analogy exists between European composers like Ralph Vaughan Williams, Edvard Grieg, and Anton Dvorak who combined folk tunes and their own original materials in larger compositions and the pioneer ragtime composers in the United States. Composers like Scott

Joplin and James Scott were in a sense collectors or musicologists, collecting dance and folk music in Black communities and consciously shaping it into brief suites or anthologies called piano rags.

It has sometimes been charged that ragtime is mechanical. For instance, Wilfred Mellers comments, "rags were transferred to the pianola roll and, even if not played by a machine, should be played like a machine, with meticulous precision." However, there is no reason to assume that ragtime is inherently mechanical simply because commercial manufacturers applied a mechanical recording method to ragtime, the only way to record pianos at that date. Ragtime's is not a mechanical precision, and it is not precision limited to the style of performance. It arises from ragtime's following a well-defined form and obeying simple rules within that form.

The classic formula for the piano rag disposes three to five themes in sixteen-bar strains, often organized with repeats. The rag opens with a bright memorable strain or theme, followed by a similar theme, leading to a trio of marked lyrical character, with the structure concluded by a lyrical strain that parallels the rhythmic developments of the earlier themes. The aim of the structure is to rise from one theme to another in a stair-step manner, ending on a note of triumph or exhilaration. Typically, each strain is divided into two 8-bar segments that are essentially alike, so the rhythmic-melodic unit of ragtime is only eight bars of 2/4 measure. Therefore, themes must be brief with clear, sharp melodic figures. Not concerned with development of musical themes, the ragtime composer instead sets a theme down intact, in finished form, and links it to various related themes. Tension in ragtime compositions arises from a polarity between two basic ingredients: a continuous bass—called by jazz musicians a boom-chick bass—in the pianist's left hand, and its melodic, syncopated counterpart in the right hand.

Ragtime remains distinct from jazz both as an instrumental style and as a genre. Ragtime style stresses a pattern of repeated rhythms, not the constant inventions and variations of jazz. As a genre, ragtime requires strict attention to structure, not inventiveness or virtuosity. It exists as a tradition, a set of conventions, a body of written scores, separate from the individual players associated with it. In this sense ragtime is more akin to folk music of the nineteenth century than to jazz.

56. Which of the following best describes the main purpose of the passage?

- (A) To acknowledge and counter significant adverse criticisms of ragtime music.
- (B) To define ragtime music as an art form and describe its structural characteristics.
- (C) To review the history of ragtime music and analyze ragtime's effect on listeners.
- (D) To explore the similarities between ragtime music and certain European musical compositions.

57. According to the passage, each of the following is a characteristic of ragtime compositions that follow the classic ragtime compositions that follow the classic ragtime formula EXCEPT

- (A) well-defined melodic figures
- (B) rising rhythmic-melodic intensity

- (C) full development of musical themes
- (D) a bass line distinct from the melodic line

58. According to the passage, Ralph Vaughan Williams, Anton Dvorak and Scott Joplin are similar in that they all
- (A) conducted research into musicological history
 - (B) collected and recorded abbreviated piano suites
 - (C) explored the relations between Black music and continental folk music.
 - (D) wrote original compositions based on folk tunes
59. The author rejects the argument that ragtime is a mechanical music because that argument
- (A) confuses the means of recording and the essential character of the music.
 - (B) overlooks that precision required of the ragtime player
 - (C) exaggerates the influence of the performance style of professional ragtime players on the reputation of the genre.
 - (D) improperly identifies commercial ragtime music with the subtler classic ragtime style.
60. It can be inferred from the passage that the essential nature of ragtime has been obscured by commentaries based on
- (A) the way ragtime music was first recorded
 - (B) interpretations of ragtime by jazz musicians
 - (C) the dance fashions that were contemporary with ragtime
 - (D) early reviewers' accounts of characteristic structure

Passage 2

Two relatively recent independent developments stand behind the current major research effort on nitrogen fixation, the process by which bacteria symbiotically render leguminous plants independent of nitrogen fertilizer. The one development has been the rapid, sustained increase in the price of nitrogen fertilizer. The other development has been the rapid growth of knowledge of and technical sophistication in genetic engineering. Fertilizer prices, largely tied to the price of natural gas, huge amounts of which go into the manufacture of fertilizer, will continue to represent an enormous and escalating economic burden on modern agriculture, spurring the search for alternatives to synthetic fertilizers. And genetic engineering is just the sort of fundamental breakthrough that opens up prospects of wholly novel alternatives. One such novel idea is that of inserting into the chromosomes of plants discrete genes that are not a part of the plants' natural constitution: specifically, the idea of inserting into nonleguminous plants the genes, if they can be identified and isolated, that fit the leguminous plants to the hosts for nitrogen-fixing bacteria. Hence, the intensified research on legumes.

Nitrogen fixation is a process in which certain bacteria use atmospheric nitrogen gas, which green plants cannot directly utilize, to produce ammonia, a nitrogen compound plants

can use. It is one of nature's great ironies that the availability of nitrogen in the soil frequently sets an upper limit on plant growth even though the plants' leaves are bathed in a sea of nitrogen gas. The leguminous plants—among them crop plants such as soybeans, peas, alfalfa, and clover—have solved the nitrogen supply problem by entering into a symbiotic relationship with the bacterial genus *Rhizobium*; as a matter of fact, there is a specific strain of *Rhizobium* for each species of legume. The host plant supplies the bacteria with food and a protected habitat and receives surplus ammonia in exchange. Hence, legumes can thrive in nitrogen-depleted soil.

Unfortunately, most of the major food crops—including maize, wheat, rice, and potatoes—cannot. On the contrary, many of the high-yielding hybrid varieties of these food crops bred during the Green Revolution of the 1960's were selected specifically to give high yields in response to generous applications of nitrogen fertilizer. This poses an additional, formidable challenge to plant geneticists: they must work on enhancing fixation within the existing symbioses. Unless they succeed, the yield gains of the Green Revolution will be largely lost even if the genes in legumes that equip those plants to enter into a symbiosis with nitrogen fixers are identified and isolated, and even if the transfer of those gene complexes, once they are found, becomes possible. The overall task looks forbidding, but the stakes are too high not to undertake it.

61. The primary purpose of the passage is to

- (A) expose the fragile nature of the foundations on which the high yields of modern agriculture rest.
- (B) Argue that genetic engineering promises to lead to even higher yields than are achievable with synthetic fertilizers.
- (C) Argue that the capacity for nitrogen-fixing symbioses is transferable to nonleguminous plants.
- (D) Explain the reasons for and the objectives of current research on nitrogen-fixing symbioses.

62. The passage implies that which of the following is true of the bacterial genus *Rhizobium*?

- (A) Some strains of *Rhizobium* are not capable of entering into a symbiosis with any plant.
- (B) Newly bred varieties of legumes cannot be hosts to any strain of *Rhizobium*.
- (C) *Rhizobium* bacteria cannot survive outside the protected habitat provided by host plants.
- (D) *Rhizobium* bacteria produce some ammonia for their own purposes.

63. It can be inferred from the passage that which of the following was the most influential factor in bringing about intensified research on nitrogen fixation?

- (A) The persistent upward surge in natural gas prices.
- (B) The variety of *Rhizobium* strains.
- (C) The mechanization of modern agriculture.
- (D) The environmental ill effects of synthetic fertilizers.

64. According to the passage, the ultimate goal of the current research on nitrogen fixation is to develop
- (A) strains of Rhizobium that produce more ammonia for leguminous host plants than do any of the strains presently known.
 - (B) varieties of wheat, rice, and other nonlegumes that yield as much as do existing varieties, but require less nitrogen.
 - (C) Varieties of wheat, rice, and other nonlegumes that maintain an adequate symbiotic relationship with nitrogen-fixing bacteria and produce high yields
 - (D) High-yielding varieties of wheat, rice, and other nonlegumes that are genetically equipped to fix nitrogen from the air without the aid of bacteria.
65. Most nearly parallel, in its fundamental approach, to the research program described in the passage would be a program designed to
- (A) achieve greater yields from food plants by interplanting crop plants that are mutually beneficial.
 - (B) find inexpensive and abundant natural substances that could, without reducing yields, be substituted for expensive synthetic fertilizers.
 - (C) Change the genetic makeup of food plants that cannot live in water with high salinity, using genes from plants adapted to salt water.
 - (D) Develop, through genetic engineering, a genetic configuration for the major food plants that improves the storage characteristics of the edible portion of the plants.

VI. Read the following passage and then answer each question in around 100 words. (10%)

The Worthless Ivy League?

We all "know" that going to college is essential for economic success. The more prestigious the college, the greater the success. It's better to attend Yale or Stanford than, say, Arizona State. People with the same raw abilities do better and earn more by graduating from an elite school. The bonus flows (it's said) from better connections, brighter "peers," tougher courses or superior professors. Among many parents, the terror that their children won't go to the "right" college has supported an explosion of guidebooks, counselors and tutoring companies to help students in the admissions race.

The trouble is that what everyone knows isn't true. Going to Harvard or Duke won't automatically produce a better job and higher pay. Graduates of these schools generally do well. But they do well because they're talented. Had they chosen colleges with lesser nameplates, they would (on average) have done just as well. The conclusion is that the Ivy League -- a metaphor for all elite schools -- has little comparative advantage. They may expose students to brilliant scholars and stimulating peers. But the schools don't make the students' success. Students create their own success; this makes the schools look good.

Evidence of this comes in a new study by Alan Krueger, an economist at Princeton, and Stacy Berg Dale, a researcher at the Andrew W. Mellon Foundation. Until now, scholarly

studies had found that elite colleges lifted their graduates' incomes beyond their natural abilities. The bonus was about 3 percent to 7 percent for every 100 points of difference in SAT scores between schools. Suppose you go to Princeton and I go to Podunk; Princeton SAT scores average 100 points higher than Podunk's. After correcting for other influences (parents' income, race, gender, SAT scores, high-school rank), studies found that you would still earn a bit more. If I make \$50,000, then you might make \$53,500 (that's 7 percent).

But Dale and Krueger suspected that even this premium -- not huge -- might be a statistical quirk. The problem, they write, "is that students who attend more elite colleges may have greater earnings capacity regardless of where they attend school." Characteristics important for admission "may also be rewarded in the labor market." What might these be? Discipline. Imagination. Ambition. Perseverance. Maturity. Some exceptional ability. Admissions officers may detect these characteristics from interviews or course difficulty (different from grade average). But earlier studies didn't capture these factors.

To do so, Dale and Krueger examined the 1976 freshmen of 34 colleges. They ranged from Yale, Bryn Mawr and Swarthmore (highest in SAT scores) to Penn State and Denison University (lowest in scores). The SAT gap between top and bottom was about 200 points. Dale and Krueger knew which colleges had accepted and rejected these students as well as their future earnings. By 1995, male graduates with full-time jobs earned an average of \$89,026; women earned \$76,859.

Dale and Krueger then compared graduates who had been accepted and rejected by the same (or similar) colleges. The theory was that admissions officers were ranking personal qualities, from maturity to ambition. Students who fared similarly would possess similar strengths; then, Dale and Krueger compared the earnings of these students -- regardless of where they went. There was no difference. Suppose that Princeton and Podunk accept you and me; but you go to Princeton and I go to Podunk. On average, we will still make the same. (The result held for blacks and whites, further weakening the case for race-based admission preferences. The only exception was poorer students, regardless of race; they gained slightly from an elite school.)

The explanation is probably simple. At most colleges, students can get a good education if they try. "An able student who attends a lower tier school can find able students to study with," write Dale and Krueger. Similarly, even elite schools have dimwits and deadbeats. Once you're in the job market, where you went to college may matter for a few years, early in your career. Companies don't know much about young employment candidates. A shiny credential (an Ivy League degree) may impress. But after that, what people can or can't do counts for more. Skills grow. Reputations emerge. Companies prefer the competent from Podunk to the incompetent from Princeton.

If you can't (or won't) take advantage of what Princeton offers, Princeton does no good. What students bring to college matters more than what colleges bring to students. The lesson has relevance beyond elite schools. As a society, we've peddled college as a cure for many ills. Society needs more skilled workers. So, send more students to college. College graduates earn much more than high-school graduates. So -- to raise incomes -- send more students to college. In that, we've succeeded. Perhaps three quarters of high-school graduates go to college, including community colleges.